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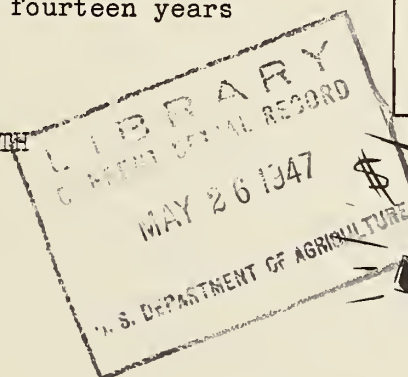
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"Consumer Time"

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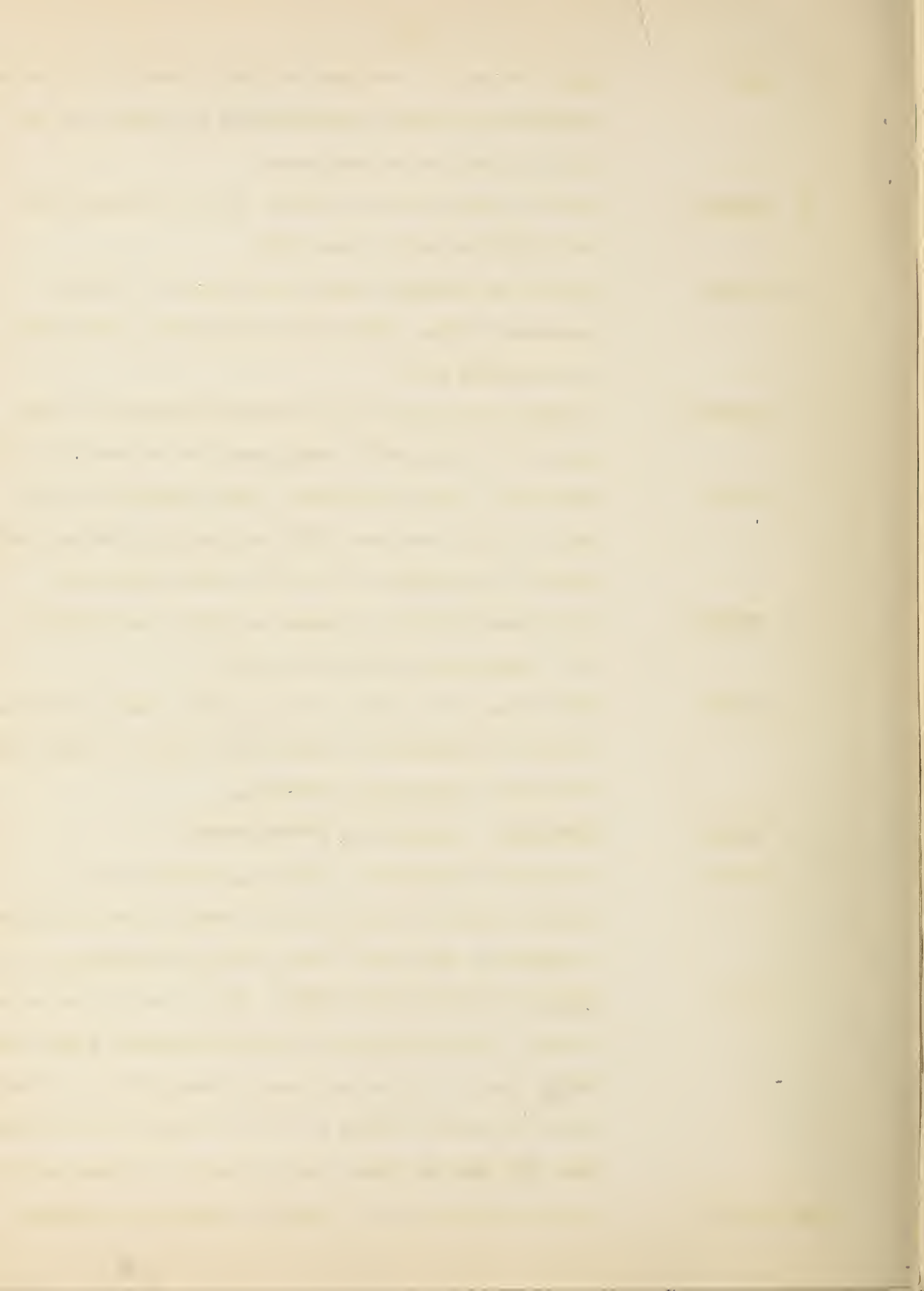
SATURDAYS	
11:15 A.M.	EST
10:15 A.M.	CST
9:15 A.M.	MST
8:15 A.M.	PST

FARM WORK FOR CITY YOUTH
May 31, 1947



1. SOUND: CASH REGISTER RINGS TWICE...MONEY IN TILL
2. JOHN: IT'S CONSUMER TIME!
3. SOUND: CASH REGISTER...CLOSE DRAWER
4. ANNCR: During the next fifteen minutes, the National Broadcasting Company and its affiliated independent stations make their facilities available for the presentation of CONSUMER TIME by the U. S. Department of Agriculture. And here are your inquiring consumers...Mrs. Freyman and Johnny.
5. FREYMAN: Well, Johnny, the time has come for many young people to start thinking about working on farms this summer.
6. JOHN: Right, Mrs. Freyman...lots of city boys and girls will be helping out as Victory Farm Volunteers, just as they have been doing for the past four summers.
7. FREYMAN: But why call them Victory Farm Volunteers...now that the war's over.

8. JOHN: Well, it's still a good name and people know what it means. Incidentally, Victory Farm Volunteers are needed just as much this year too in some places.
9. FREYMAN: Now, I've heard that said before. And I've wondered why that should be true in peace time.
10. JOHN: Ah...but the American farmers are expected to produce near-record crops. The nineteen forty-seven harvest will be a bountiful one.
11. FREYMAN: I suppose one reason is that because Americans have more money to buy food, we're eating more than we ever did before.
12. JOHN: Definitely. And other countries still desperately need food from us. There are still many people in foreign lands who don't get enough to eat to do a good day's work.
13. FREYMAN: Then I should think a teen-ager can still feel patriotic if he helps out on a farm this summer.
14. JOHN: That's true. But there's more to it than just patriotism. To prove my point...let me tell you a story...a story that starts with a typewriter clicking...
15. SOUND: TYPEWRITER.....KEEP IN BG INTERMITTENTLY
16. JOHN: A typewriter picking out a letter...somewhere in an apartment house in the city of New York...a letter addressed to (FADE) the Secretary of Agriculture, Washington, D. C.
17. MAN: (READING THE LETTER HE'S TYPING) Sir: I am the father of a sixteen year old boy, who graduates from High School this coming June. He thinks of choosing farming for his future. But as we are city folks, we have our doubts as to whether this will make him happy. And we also do not know how to go about getting him on a farm or a school for farming...
- (MAN CONT'D)



(MAN CONT'D)

The boy is five feet eleven inches, healthy, strong, and the two months when he worked on a farm in the summer are his most pleasant memories...I am writing to you for advice, ...what we could do and to whom we could go to talk this matter over. Thanking you in advance, I am....(FADE)
yours very truly.

18. FREYMAN:

Why, Johnny...that's a remarkable letter. Imagine a young boy from a large city like New York...deciding that he wants to make a career of farming. Is there a trend in that direction or something?

19. JOHN:

Well, I wouldn't say a trend exactly. But lots of young folks have thought about making farming a permanent career. And working on a farm in the summer gives them a chance to find out what it's all about...

20. FREYMAN:

Just like this young New Yorker did. Incidentally...how would he find^{out}/about another farm job this summer?

21. JOHN:

Simple. All he has to do is ask his school principal or his county agricultural agent. Both of them can help him find the kind of farm job he wants. Of course, there aren't jobs for young people in all areas.

22. FREYMAN:

That raises another question, Johnny. I bet there are a lot of people wondering just what kind of jobs boys and girls handle on the farm.

23. JOHN:

Well...that depends on the kind of farm...its location... a lot of things. Let's put on our Seven League Boots and take a quick tour of the country...and we'll see.

24. SOUND:

LOWING OF CATTLE

25. JOHN: Here we are in a dairy barn in Southern Wisconsin...but it might be any number of other dairy States. And milking that end cow...the black one...is a high school lad. Tell you a secret...the nearest he ever got to a cow before... was the other end of a glass of milk. But our young city slicker is doing a fine job...and enjoying it too.
26. SOUND: TRACTOR MOTOR.....
27. FREYMAN: Now here we are on another farm in another State....almost any state will do. And there's another Victory Farm Volunteer. His job at the moment is driving a tractor.
28. JOHN: Yes...and it's good job, Mrs. Freyman...because...well... let's hear what this young fella has to say for himself... Do you like running the tractor, Bud?
29. BOY: Sure do, mister.
30. FREYMAN: Doesn't it get monotonous after awhile?
31. BOY: Oh I don't know. What I like about it is...my farmer tells me that there's a certain job to be done. But he leaves it up to me to make the decisions about how it should be finished. Nothing monotonous in that.
32. SOUND: TRACTOR NOISES UP AND OUT
33. JOHN: And now we might be in any State of the Nation...because here are a bunch of boys and girls picking snap beans.
34. FREYMAN: Well, let's head South now, Johnny. Young people can help out a lot down there during cotton picking time...
34. JOHN: Or they can pick peaches...potatoes or harvest peanuts. That's harder to say than it is to get right out and do.
35. FREYMAN: And speaking of picking...how about the luscious crop of cherries?

1. The first part of the report is devoted to a general survey of the situation in the country.	100
2. The second part is devoted to a detailed analysis of the economic situation.	150
3. The third part is devoted to a detailed analysis of the social situation.	200
4. The fourth part is devoted to a detailed analysis of the political situation.	250
5. The fifth part is devoted to a detailed analysis of the cultural situation.	300
6. The sixth part is devoted to a detailed analysis of the environmental situation.	350
7. The seventh part is devoted to a detailed analysis of the international situation.	400
8. The eighth part is devoted to a detailed analysis of the future prospects.	450
9. The ninth part is devoted to a detailed analysis of the conclusions.	500
10. The tenth part is devoted to a detailed analysis of the recommendations.	550
11. The eleventh part is devoted to a detailed analysis of the annexes.	600
12. The twelfth part is devoted to a detailed analysis of the bibliography.	650
13. The thirteenth part is devoted to a detailed analysis of the index.	700
14. The fourteenth part is devoted to a detailed analysis of the appendices.	750
15. The fifteenth part is devoted to a detailed analysis of the maps.	800
16. The sixteenth part is devoted to a detailed analysis of the photographs.	850
17. The seventeenth part is devoted to a detailed analysis of the tables.	900
18. The eighteenth part is devoted to a detailed analysis of the figures.	950
19. The nineteenth part is devoted to a detailed analysis of the charts.	1000
20. The twentieth part is devoted to a detailed analysis of the diagrams.	1050
21. The twenty-first part is devoted to a detailed analysis of the graphs.	1100
22. The twenty-second part is devoted to a detailed analysis of the maps.	1150
23. The twenty-third part is devoted to a detailed analysis of the photographs.	1200
24. The twenty-fourth part is devoted to a detailed analysis of the tables.	1250
25. The twenty-fifth part is devoted to a detailed analysis of the figures.	1300
26. The twenty-sixth part is devoted to a detailed analysis of the charts.	1350
27. The twenty-seventh part is devoted to a detailed analysis of the diagrams.	1400
28. The twenty-eighth part is devoted to a detailed analysis of the graphs.	1450
29. The twenty-ninth part is devoted to a detailed analysis of the maps.	1500
30. The thirtieth part is devoted to a detailed analysis of the photographs.	1550
31. The thirty-first part is devoted to a detailed analysis of the tables.	1600
32. The thirty-second part is devoted to a detailed analysis of the figures.	1650
33. The thirty-third part is devoted to a detailed analysis of the charts.	1700
34. The thirty-fourth part is devoted to a detailed analysis of the diagrams.	1750
35. The thirty-fifth part is devoted to a detailed analysis of the graphs.	1800
36. The thirty-sixth part is devoted to a detailed analysis of the maps.	1850
37. The thirty-seventh part is devoted to a detailed analysis of the photographs.	1900
38. The thirty-eighth part is devoted to a detailed analysis of the tables.	1950
39. The thirty-ninth part is devoted to a detailed analysis of the figures.	2000
40. The fortieth part is devoted to a detailed analysis of the charts.	2050
41. The forty-first part is devoted to a detailed analysis of the diagrams.	2100
42. The forty-second part is devoted to a detailed analysis of the graphs.	2150
43. The forty-third part is devoted to a detailed analysis of the maps.	2200
44. The forty-fourth part is devoted to a detailed analysis of the photographs.	2250
45. The forty-fifth part is devoted to a detailed analysis of the tables.	2300
46. The forty-sixth part is devoted to a detailed analysis of the figures.	2350
47. The forty-seventh part is devoted to a detailed analysis of the charts.	2400
48. The forty-eighth part is devoted to a detailed analysis of the diagrams.	2450
49. The forty-ninth part is devoted to a detailed analysis of the graphs.	2500
50. The fiftieth part is devoted to a detailed analysis of the maps.	2550

36. JOHN: Mmm hmm...youth are important labor for cherries in California...Utah...Pennsylvania...and Wisconsin.
37. FREYMAN: And that takes us pretty much around the country, doesn't it?
38. JOHN: Let's not put those Seven League Boots away yet...We've got to find a corn field. And here's one in Indiana. Hear that corn rustling in the breeze.
39. SOUND: APPROPRIATE EFFECTS
40. JOHN: When it's time to detassel the corn...thousands of young workers are needed in the mid-west States.
41. FREYMAN: We haven't mentioned anything about the odd jobs young people can do on the farm.
42. JOHN: That's right...plenty of those. And they all bring new friendships...lessons in biology...
43. FREYMAN: A taste of farm family living.
44. JOHN: Plenty of opportunity to learn about farm operations and mechanical equipment.
45. FREYMAN: And plenty of sunshine and fresh air on a farm...to soak up for the long winter months in the city.
46. JOHN: Yes...a farm is a good place for physical exercise and building up health. But a boy should be husky before he goes out to a farm. And he shouldn't be expecting a vacation.
47. FREYMAN: Well, of course not. We just got through discussing all the jobs there are to do.
48. JOHN: I was just thinking about a friend of mine, a farmer...a Vermont farmer. That's a very special kind, you know, Mrs. Freyman.

49. FREYMAN: Well...I know Vermont's a delightful State, Johnny.
50. JOHN: And the people are wonderful too. Well anyway...I was talking to this farmer friend of mine last summer up in Vermont. The subject got around to the kids from the city who were working on the farms (FADE) around his part of the State.
51. JOHN: Just the same, Sam, I think it's pretty wonderful that the kids from the city can get a chance to come out here and work on a farm. I think every city boy ought to do it.
52. FARMER: (VERY LACONIC, VERY DRY, VERY VERMONT) Not every boy. It's no vacation.
53. JOHN: Well...no. Of course it isn't all vacation. But it's certainly a change...and an education...
54. FARMER: Boy got to be fit to be a hired hand.
55. JOHN: What do you call "fit?"
56. FARMER: At least have a stretch of five feet.^a / hundred and thirty pounds on his bones;...fifteen years old. Besides...he's gotta be strong and healthy. Farm work is heavy strenuous work.
57. JOHN: Sure. I agree with you there, Sam. But it's still a vacation for a husky boy.
58. FARMER: He's got to have his eyes open too...before he comes out to a farm. Got to be willin'.
59. JOHN: Sure. He's got to want to come. What do you mean willin'!
60. FARMER: Don't mean anything but willin'. Willin' to work hard... take responsibility...do a few unpleasant chores. And he's got to get along.
61. JOHN: Get allong, what?

62. FARMER: Get along with the family, son. A moody boy don't fit in so good in any family...farm or otherwise.
63. JOHN: You've got a good point there. All right...for a well-adjusted husky kid, I still say working on a farm is a good way to pass a summer.
64. FARMER: Pay's not so much.
65. JOHN: Say...you're not exactly brimming over with enthusiasm about Victory Farm Volunteers, are you?
66. FARMER: I only said the pay's not so much.
67. JOHN: What's the rate up here in this part of the country for a city boy?
68. FARMER: Minimum of thirty dollars a month. More if the kid's experienced or the farmer thinks he's worth it.
69. JOHN: Plus free room and board, right?
70. FARMER: Ayuh.
71. JOHN: Plus transportation both ways.
72. FARMER: Ayuh...if he stay the whole two months.
73. JOHN: I call that pretty good for^a/fifteen or seventeen year old boy.
74. FARMER: He's got to get up with the chickens...four-thirty to...five-a.m. Long day...bed usually by nine.
75. JOHN: Well, maybe this Victory Farm Volunteer business isn't such a hot idea after all.
76. FARMER: Didn't say that. What's the matter with it?
77. JOHN: Well...you said...hard work...long hours...
78. FARMER: So what? If a boy can take it...there's nothing like spending a summer working on a farm...
79. JOHN: (EXASPERATED) Well, that's what I've been trying to tell you all the time.

80. FARMER: Yes...but you weren't considerin' all the angles...
81. JOHN: Angles...sure I was.
82. FARMER: (FADE) Gotta consider all the angles...
83. FREYMAN: Well, Johnny, I think your Vermont farmer friend had the right idea. A boy should think of all the angles before he signs up for a job as a Victory Farm Volunteer.
84. JOHN: Oh yes...Mrs. Freyman...Sam and I were on perfect agreement on that...we just expressed ourselves a little differently. And all the points Sam brought out about working on a Vermont farm are just as true for almost any other farm right across the country.
85. FREYMAN: And I think the whole family should talk it over. Incidentally, I bet a lot of parents are wondering if there is any kind of supervision for the young people on the farms.
86. JOHN: There sure is. Parents of Victory Farm Volunteers can rest assured that their youngsters are doing farm work that's both safe and profitable. Even more than that.
87. FREYMAN: What more than that?
88. JOHN: Well...they can be sure the youngster and his job are properly matched...that the working conditions are satisfactory...and that the job training is included.
89. FREYMAN: I suppose the farmer provides the supervision, doesn't he?
90. JOHN: Mmm hum...for the kids who live on the farm for the whole summer. But don't forget part of the Victory Farm Volunteer program includes day hauls...trips to nearby farms for a day's work to handled seasonal speciality crops - like fruits.

91. FREYMAN: Then a whole bunch of kids would probably go at once, wouldn't they? And the farmer can't watch them all.
92. JOHN: No...they have a separate supervisor for the day hauls, and the supervisor also makes sure the transportation is good and safe.
93. FREYMAN: You know, Johnny...I've been meaning to ask you this before. You keep talking about boys on the farms. What about good husky high school girls from the cities...why can't they be Victory Farm Volunteers?
94. JOHN: They sure can...especially on the day hauls during the harvest season.
95. FREYMAN: Well why not on the farm all summer?
96. JOHN: They can do that too. If the girls live on the farm for the summer, they can do light field work...help with the chickens...stuff like that.
97. FREYMAN: And help the farmer's wife in the house...with the cooking and the children.
98. JOHN: That's right.
99. FREYMAN: You know, Johnny...with all this talk lately about preventing increased juvenile delinquency...I think it's wonderful that boys and girls can be Victory Farm Volunteers...again this summer.
100. JOHN: Well, working on a farm sure keeps young people out of mischief.
101. FREYMAN: Absolutely...farm work is a...positive action against juvenile delinquency. It gives the young people a whole new set of values. Here's what another city boy said about working on a farm.

102. BOY: I never did such things before...like milk cows, mow by hand (I'm pretty good at that) I worked on the hay loader ...drove a team of horses...and fed the livestock and poultry. And by going on a farm...I learned that you don't necessarily have to have a city job...or be a clerk or a mechanic to be happy. I found you don't have to be in a hurry all the time...and that you have time for yourself.
103. FREYMAN: Now that's a true statement from a real live flesh and blood city boy, Johnny. His school teacher happens to be a good friend of mine.
104. JOHN: Oh?
105. FREYMAN: Mmm hnn. And here's what she wrote me about this particular boy. "Henry was a wonderful boy before he ever thought of farming...a person with high ideals and the right attitudes. But Henry gained something for which he had been seeking...serenity and an inner peace, a chance to observe nature's changes."
106. JOHN: Yes...Mrs. Freyman, I've heard other teachers say that when some of their city students left for the farms the first summer...they were just little boys...untried and unsure of themselves.
107. FREYMAN: But they're different after a summer on the farm, aren't they?
108. JOHN: That's what their teachers say...All over the country, teachers agree that fifteen and sixteen year old boys come back from a summer of farm work...and lo and behold! they're responsible...dependable men.

109. FREYMAN: In other words...they've grown up...It's too bad that every youngster can't find a good farm job. But there aren't enough jobs and of course some kids wouldn't fit or they're not near the work.
110. JOHN: Mmm hmm, and while we're presenting testimony in favor of Victory Farm Volunteers... here's a fine message from the Assistant Superintendent of Schools in New York City. It's typical of what teachers across the country are saying.
111. MAN: The Victory Farm Volunteer program has given pupils self-reliance and self-confidence. It has improved health and physical development. It has taught many pupils the dignity of labor and the value of money. It has given city boys and girls an insight into the farmer's way of life. It has helped break down religious and racial prejudices on the part of both farmers and students.
112. JOHN: And that just about sums up the story of the Victory Farm Volunteers, Mrs. Freyman.
113. FREYMAN: Oh no, Johnny. There are a few more words to be said... words that the Victory Farm Volunteers...the boys and girls themselves have said.
114. BOY: After a summer on a farm, I know what it means to put in a hard day's labor. I can appreciate the work my parents have to do to keep me clothed, and fed, and all the rest.
115. FREYMAN: Lots of young Victory Farm Volunteers have said that just being away from home...meeting new people...and making new friends meant a lot.

116. BOY: Sure...and before I went to work on the farm, I didn't know anything about rural life. But in three months, I found I liked it. In fact, so much so...that I have decided to become a veterinarian.
117. JOHN: Yes...everybody seems satisfied with the Victory Farm Volunteer program...the farmers...parents and teachers...
118. FREYMAN: And the boys and girls themselves.
119. JOHN: Which is very important. So here's just one more reminder ...to everybody concerned. School principals...and county agricultural agents stand ready to help boys and girls with any information they need about farm work in their area.
120. FREYMAN: And they'll be glad to talk to mothers and fathers too.
121. JOHN: Absolutely...so that 1947^{became} be another banner year for Victory Farm Volunteers...and more power to them. And now, Mrs. Freyman...that clock up there says we should be thinking about next week's program.
122. FREYMAN: How would you like to go to a fashion show next week, Johnny?
123. JOHN: Oh boy, Bathing suits...would I!
124. FREYMAN: Who said anything about bathing suits? We're going to pass on some news about functional work clothes for women...new style aprons and housedresses developed by the U. S. Department of Agriculture clothing specialists.
125. JOHN: Sounds good to me. So I hope all our friends are listening in next week for another edition of

126. SOUND: CASH REGISTER
127. ANNCR: CONSUMER TIME
128. SOUND: CASH REGISTER...CLOSE DRAWER
129. ANNCR: CONSUMER TIME written by Eleanor Miller and directed by Frederick Schweikher, is presented by the U. S. Department of Agriculture, through the facilities of the National Broadcasting Company and its affiliated independent stations. It comes to you from Washington, D. C.

This is NBC The National Broadcasting Company.

